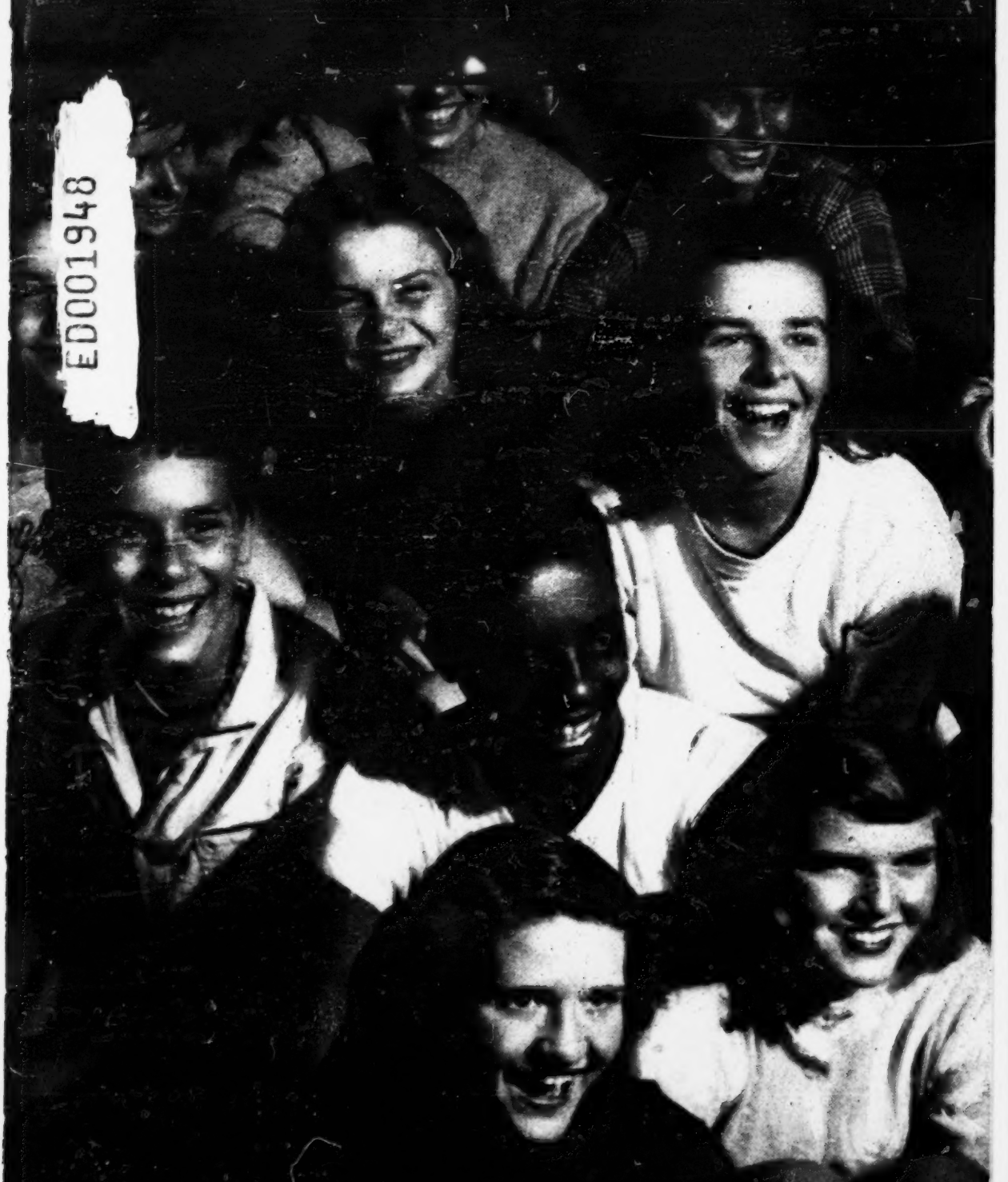


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Youth agencies are demonstrating a growing consciousness of intergroup problems, and leaders are seeking new insights and skills to help in overcoming them. Means of influencing individual attitudes include the media of mass communication, the group process, democratic leadership and a permissive group climate, a strong sense of belonging and shared activity, and common group goals. It has been found that prestigious members influence change to a greater extent than others. Where the group as a whole recognized the need for change, the pressure is felt by all, and the new value is more acceptable to each member. Contact among different groups under certain conditions can help eliminate prejudiced attitudes. Contact among individuals of "unequal status" sometimes results in greater hostility while contact among individuals of "equal status" seems more conducive to mutual acceptance. A discussion of the goals of youth-serving agencies is presented. A list of pamphlets, films, and other aids is included.							
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LEADER'S GUIDE

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A MANUAL ON BETTER HUMAN RELATIONS
FOR LEADERS IN YOUTH AGENCIES

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LEADER'S GUIDE

A MANUAL ON BETTER HUMAN RELATIONS
FOR LEADERS IN YOUTH AGENCIES

by Ann G. Wolfe



revised edition

Office of Education-EEOP
Research and Materials Branch

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PREJUDICE and discrimination, and tensions among diverse racial, national, ethnic and religious groups are among the major social ailments of our time. The youth agencies of this nation are demonstrating a growing consciousness of intergroup problems, and youth leaders are seeking new insights and skills to help in overcoming them.

This pamphlet was prepared in response to many requests for a leader's handbook. It is not intended as a catalogue of projects, but rather as a guide to the practical application of certain broad principles involved in working with youth for better human relations.

A group voluntarily joined by the young person to satisfy his own needs and desires gives him a social setting for experiences which will later influence the way he looks at the world around him. Thus, the quality of leadership and opportunities for growth which are provided in such groups are important to the future of our society. That is why those of us who work with young people need to be sensitive to their concerns, to know ourselves and our roles as leaders, and to understand the group processes whereby youngsters may be helped to relate harmoniously to each other.

What Are the Goals of Youth-Serving Agencies?

Voluntary organizations as they exist in the United States are quite unknown in other parts of the world. In a way, the volunteer exemplifies the American concept of participation—taking an interest in one's neighbor, working together for an idea and a common goal. As a leader,

you have chosen to give your services to a particular agency—one of hundreds in this country—which expresses your own concern. And because that concern is youth, you have a particularly creative opportunity.



There are scores of public and private organizations devoted to the welfare of boys and girls. The varied groups sponsored and supervised by these agencies engage millions of youngsters in all kinds of activities and meet in many different settings. Some groups are large; others small. Some meet several times a week; others only once a week for an hour. Some gather in club rooms; others in schools, out of doors, or in private homes. One may be led by a professional worker, another by a volunteer trained in the unique approaches of his particular agency. A group may be organized purely for social reasons—friendship and fun; or it may come together to develop special skills, such as dancing, photography or art; or to perform services in the community. In some instances, youngsters join primarily because of social pressure by parents, friends and others who consider membership in this or that group a mark of prestige.

In spite of their different ways, most youth-serving agencies share certain common objectives, developed over the years along with our growing knowledge of children's needs and our increased skills in meeting them. For example, there is universal agreement concerning the need

for citizenship training, to prepare youth for the communal responsibilities they will eventually assume. There is a growing belief, however, that this training should not look only to the future, for young people can live more happily in the present if their activities are meaningful.

Youth agencies today also accept the task of guidance in personal and social growth. This, too, was formerly seen only as a preparation for adult life. But we are beginning to appreciate how important it is that boys and girls enjoy their current age to the utmost. Group experiences and group life play a very important part in this development. They help the individual to improve and enrich his personal contacts, and also further another common objective: the improvement of intergroup relations.

It would be wrong to suggest that young people belong to youth-serving agencies solely for training of one kind or another. The major reason is to have a good time — a goal itself important to mental health. Leaders can best help their young members by understanding their individual needs, working to combine these with the socially constructive goals of their agencies.

How Clear is the Agency Membership Policy?

During the past few years many youth-serving agencies, both national and local, have been anxious to discover to what extent their services are being made available in the community. Some of this self-examination has been motivated by changing population trends in many cities. Old, established neighborhoods are feeling the pressures of newcomers from other parts of town, sometimes from

other cities, even from other countries. The new arrivals want and need the services offered by youth organizations.

In such situations, agencies and their boards sometimes face difficult problems. Admissions policies may limit membership to a particular faith or race. Or, because of past traditions, some agencies may continue to attract only people from middle-class backgrounds, and of the same race and religion, so that youngsters from other groups feel themselves unwanted. Where such exclusions occur, whatever the reasons, the agencies are violating a fundamental concept of the democracy they desire to serve.

Organizations originally formed to benefit specific religious, racial, or cultural groups have a somewhat different, though related, problem. Today they find themselves in community situations which make the isolation of their own groups and the exclusion of others untenable. Many large, well-established sectarian agencies are recognizing their responsibilities for intercultural and intergroup programming; they are re-examining membership policies to find ways of becoming more inclusive without violating their original purposes.

Professionals, volunteers, boards and membership must think through this problem together in their own communities. Hopefully, all agencies will move towards greater inclusiveness and reflect in their policies a desire to welcome all young people who seek their services.

The Leader Looks at His Job

There is a widely prevalent myth that a leader is "just born." Actually, the essential skills which help a group and

its members to grow, to work constructively, and to move toward a group goal, can be learned. In agencies all over the country training programs and institutes have been organized to help volunteers and professionals expand their capacities for successful leadership.

What should the leader know to help him function at his best? In examining this question with an eye to improving intergroup relations among young people, we must realize at the outset that groups are more than assortments of individuals. Persons who happen to find themselves in the same room do not by this token constitute a group. They may become one as they grow increasingly aware of each other, as they discover common purposes and problems, and as they move together toward goals which no member could attain alone.



Youth-serving agencies are constantly working to utilize and refine group processes—those methods employed in a group setting which enable the young person to adjust and relate himself to other young people and acquire new skills. Good leadership helps the members move forward together. One of the primary functions of a leader is to provide the situations, the climate and the services which enable all to advance toward greater maturity. And even a mature group may need help to evoke the most productive thought and actions.

The leader must understand the difference between the group's long-range goals, and those short-range objectives which emerge as the group progresses. He must be sensitive to each youngster's qualities, abilities and needs for expression; to the ways that inter-relationships occur; to the hostilities which are generated and how they may be dispelled. When he is aware of these factors, the leader can help each member fulfill his greatest potentialities and get the most out of his group association.

In the group's movement the leader will be able to evaluate the extent to which it has assumed responsibility for its own actions, rather than remaining dependent on him. He will be able to determine the degree to which group goals have been achieved, and why digressions have sometimes occurred. An understanding of the dynamic qualities inherent in the group process can help the leader in his continuing appraisal of his own relationship to the group and his reactions to his work.

Sensitivity and objective evaluation will serve the youth leader well as he deals with problems arising out of the different racial, religious and national backgrounds of

group members. In this endeavor he can call on a fairly new and growing body of knowledge, developed by social scientists who have been investigating the factors which cause or reduce intergroup tensions.

Science Gives Some Clues

Most social scientists agree that prejudice has its roots in social and psychological factors. Its growth may be favored by certain social conditions and hindered by others. Psychologically, in some individuals, prejudice satisfies certain basic emotional needs. Through expression of hostility to people of other races, creeds or backgrounds, these individuals find socially acceptable outlets for pent-up frustrations which they cannot resolve in other ways.

The Midcentury White House Conference on Children and Youth, held in December 1950, gave serious consideration to the effects of prejudice and discrimination on the development of personality. "It seems highly likely," states the Fact Finding Report of the Conference, "that prejudice and discrimination work very much to the disadvantage of the personality development of most minority-group members in one way or another." In varying degrees, the Report declares, "Negroes, Jews, Latin Americans, Orientals, Southern and Eastern Europeans, Indians, migrants and so on, are regarded as socially inferior and are discriminated against." These groups differ in the degree to which they are affected. The impact also varies from person to person.

This kind of prejudice, defined as a negative attitude towards particular ethnic, racial or religious groups, contradicts the democratic values nominally accepted by the

majority culture. It is especially painful and confusing to the young child.

What do these findings indicate for those of us who lead groups of young people? In later pages this pamphlet will touch on some program suggestions which may assist leaders in improving relations within their groups. Before moving ahead with program plans, however, it would be helpful to consider some of the insights we have recently gained into child development.

We know that basic attitudes are formed early in life and reflect the values of the family. The child's home experiences determine, in large measure, the extent to which he is able to share and cooperate in a group. It would be helpful for the leader, therefore, to the degree that his abilities and time permit, to gain as much knowledge as possible of the individual child's family.

Children today are subject to constant pressures from many other sources—friends, school, religious institutions, general community customs, the movies, radio and television, comic books, and so on. Some of these influences may be in conflict with others. The child who is learning to handle and control his early aggressive and hostile feelings is confused by the violence and hatred he sees in adult behavior, both around him and through the media of mass communication. The leader must understand this confusion.

Awareness of every child's basic need for security is also important, if the leader is to guide his young group intelligently and creatively. His love for children and his own full acceptance of each child's strengths and weaknesses will go far towards meeting this need. Group life

can foster self-esteem. A feeling of belonging and acceptance comes with readiness to accept group standards. The leader has a chance to provide healthy outlets for deep personal feelings of hostility, redirecting them to real problems which can be tackled constructively.

Children will most frequently choose as their objects of discrimination those against whom the adults around them discriminate. The community, therefore, wields tremendous influence in shaping the child's feelings about other people. If he sees that certain people live only in certain sections of town, and in the worst houses, he is likely to accept this as the way things ought to be. On the other hand, if the community frowns on discrimination, he will react likewise.

The prejudices harbored by adults may instill in children a fear of the strange or the unknown. Suspicion of strangers can remain with a child for many years, and he is likely to retain always a dislike of people different from himself.

Social scientists are attempting to evaluate the means whereby the attitudes of individuals toward one another can be changed. Some conclusions pertinent to the work of group leaders may be summarized as follows:

- The media of mass communication—radio, television, motion pictures, magazines, comic books, newspapers—appear capable of influencing public opinion and individual attitudes, both positively and negatively. But the conditions under which this influence can be most effectively exerted, and the particular kinds of people who are most susceptible to it, are not yet clearly defined. Current knowledge does suggest that

the media be regarded as aids to more direct and personal approaches.

- There is evidence that group processes can influence the attitudes of some people who are otherwise resistant to change.
- Democratic leadership and a permissive group climate are generally more effective in changing attitudes than group situations in which the leader directs actions and decisions, while the members merely follow.
- A strong sense of belonging to a particular group is a prerequisite for improving the attitudes of any individual member.
- Shared activity and the common goals of a group are essential to attitude change.
- A member who enjoys prestige can influence change to a greater extent than one lacking such status.
- Where the group as a whole recognizes the need for change, the pressure is felt by all, and the new value is more acceptable to each member.
- There is evidence that contact between different groups under certain conditions can help eliminate prejudiced attitudes. However, there is, as yet, no clear understanding of how, and under what conditions, this transformation takes place; or of why, in some cases, it fails to occur under circumstances similar to those which in other cases proved propitious.
- Contact among individuals of "unequal status" sometimes, but not always, results in greater hostility and usually fails to reduce tensions. Contact between indi-

viduals of "equal status" seems to be more conducive to mutual acceptance. There is still much to be learned about the ways in which individuals of "unequal status" may be brought together constructively.

Planning a Program

In planning programs that may aid in eliminating inter-group prejudice, it is not enough to be merely concerned about tension, or even to voice this concern. The leader has three major objectives:

First, to help members of the group become sensitive to the feelings, attitudes and beliefs of others. This means that each individual must identify himself with the problems and interests of those around him.

Second, to encourage children to think objectively. The way we think is influenced by the way we feel, by our attitudes toward many problems, large and small. As the child learns to examine his feelings realistically, and is allowed to express them openly, he will be moving towards greater balance and objectivity.

Finally, to give youngsters opportunities to practice those social skills which they need for a happy and successful life: ability to use factual information in forming judgments; to find points of common interest in situations where differences of opinion exist; to evaluate these differences and arrive at convictions; and to choose courses of action in keeping with their individual abilities and with the seriousness of specific situations.

These broad goals, buttressed by the insights we have acquired from recent scientific studies, provide a sound rationale for a meaningful program with any kind of group, whether organized socially or according to special interests. Every group or club is a continuing workshop in democracy for its members.

The leader would do well to become familiar with the resources available for a particular interest, and with the general resources offered by the community. Creative use of plays, pageants and other dramatic material, for example, gives youngsters a chance to live for a few minutes in the world of others—to experience the emotions of an immigrant boy in a strange land, to sense the pain of a child in a hostile environment. Films help children to see beyond their own town and country. Trips to different neighborhoods, visits to churches and synagogues of different denominations, participation in the festivals of different ethnic groups in the community, leave lasting impressions and help develop that understanding of others which is essential to a prejudice-free individual.

A word about the use of folk material and other cultural expressions of different nationality groups: For many years, professionals in intercultural education emphasized the lore of minority groups, believing that associations with a particular group, and knowledge of its scientific and artistic contributions, would foster appreciation of the group as a whole. This approach was based on the conviction that if people really knew the facts about different minorities, hostility against them would diminish.

We realize now that this conception is inadequate; that prejudice is related to emotional needs and social pres-

asures, and that these complex difficulties cannot be resolved solely by supplying factual information. Furthermore, we have discovered that what people learn about one particular minority group does not necessarily affect their reactions to another.

Nonetheless, there is merit in observing different customs and ways of life, and in coming to understand the social and cultural wellsprings of strange traditions and folkways. Such experiences help youngsters to identify with others and to appreciate differences and likenesses among the many peoples who make up the human race.

Some Program Tools

Every leader of young people asks himself from time to time whether he is equal to the task. Happily, today, useful materials to aid him—books, films, exhibits, recordings and the like—are increasingly available. Some are listed in this booklet; each leader will no doubt hear of others. Community groups—libraries, women's clubs, labor unions, colleges and religious institutions—are all fine reservoirs of personnel and materials. Local chapters of national organizations in the field of human relations, such as the National Association for the Advancement of Colored People, the American Jewish Committee, the National Conference of Christians and Jews, will be glad to help. Local residents with special skills and talents also may be called on.

Whatever the resources, they should be selected with an eye to the group's total program. A speaker, an artist, or other performer, will be more effective if he is briefed on the group's activities and, perhaps, on some of its problems.

It is important to bring the members into the planning of programs. The extent to which youngsters can participate depends, of course, on their age, understanding and previous group experiences. But, as boys and girls develop, they will want to take a hand in the initial planning, and the good leader will make every effort to encourage participation at every step.

The leader can help by indicating appropriate and constructive lines of action, and by encouraging comments and suggestions. But what the members decide to do is not as important as the way their decisions are arrived at, and the feelings which motivate them.

Concepts Emerging From Group Experiences

How young people grasp some of the implications of their group activities will depend on many factors, such as age, home environment, and social contacts on the outside. In planning program, careful thought should be given to the relationship between personal experience and absorption of general concepts. In some situations, particularly with younger children, broad principles are grasped more easily and have more meaning as the result of experiences in which the child shares. On the other hand, there are moments in a group, more frequently with older children, when a principle emerges from emotional reaction or intellectual perception, and is later tested and reinforced by experience. Whenever possible, both elements—experience and interpretation—should be part of the program.

Let us look at the child in the five-year to eight-year group. His relationships are simple. His life revolves



around his family and one or two friends. When he starts school, his horizon is somewhat broadened; by this time he is ready to think along certain general lines:

People Are Alike: The knowledge that all over the world children have similar family relationships, similar basic needs and pleasures, is a profound discovery for the young child. He finds it intensely interesting that people everywhere work and play, that they all celebrate holidays of their own, and so forth. Folk songs and dances, games and stories give substance to this idea.

People Are Different: Certain readily observable traits serve as starting points for other explorations. Variations in height and weight, in hair and skin coloring, in the shape of eyes, in clothing and favorite foods, are all natural topics. A casual, matter-of-fact approach, devoid of any overtones suggesting fear of strangeness, creates the right atmosphere for consideration of differences.

People Need Each Other: This is a somewhat more complicated idea to convey to the very young. But there are ready examples. Henry needs Mary if the seesaw in the playground is to be any fun. George and John need each other's help to move that heavy block. We need Mr. Miller, the super-



intendent of the building, to keep us warm in winter, and to bring us up in the elevator. We all need Mrs. Smith, who runs the cafeteria in our Center, and who sees that the food is tasty. This line of thought extends to the policeman, the fireman, the doctor, the grocer, and others whom the child knows. In the same way the larger concept of "teamwork" can also be brought in.

The leader of children between the ages of nine and twelve faces different problems. At this stage the youngster's life is complicated by rapid physical and emotional development. His intellectual capacities and interests grow in great spurts. Family relationships, community activities and other personal involvements begin to loom larger on his horizon.

Often, this group seems to lose its cohesiveness. Cliques form and tensions arise. The leader's resort to scientific facts, exhortation, or overt disapproval may only aggravate the situation. His suggestions for program may be received unenthusiastically.

By and large, however, this age group's burgeoning energy and curiosity make it responsive to many projects that interpret human relations concepts:

People and Their Ways of Living Are Constantly Changing: Stories about migrations, the reasons for such great movements, and the adjustments people make to their new environments, all convey a sense of continuous flux in the life of mankind. Such an understanding encourages a broad and flexible outlook. A project centered in your own town — to discover where the inhabitants originally came from, how they live, how they work and play — reveals the answers to many questions. History, legend and folk-lore provide clues to the social and personal values inherent in the cultures of different groups.

People Have a Right to Be What They Are: Acknowledgment of this right is essential if youngsters are to arrive at objective judgments, evaluating others on the basis of their individual qualities. No single activity can lead the young person to this vantage point, since maturity depends, in large measure, on emotional health. But together, all the activities for this age group *can* do much to encourage such growth.

We Are All Part of the Democratic Process: It should go without saying that the leader himself must practice democracy, and must be prepared for rejection of some of his ideas and suggestions. The program must be evolved with careful regard for the opinions of all members, and consideration for the feelings and problems of each one. Group experiences should do more than *teach* democracy; they should help youngsters to *practice* it.

The leader will want to take advantage of every occasion to bring together, on the basis of common interests, children of different racial, religious and ethnic backgrounds. Such natural associations reinforce important democratic concepts.

We All Have Social Responsibilities: This idea is fundamental to the development of well-rounded individuals and better human relations. As he sees himself part of the whole, each youngster begins to feel a responsibility for the entire group. It becomes clear to him that its successful functioning increases everyone's enjoyment.

In the community at large, youngsters are also confronted with many situations which challenge their growing social conscience. A neighborhood survey, for example, may lead members of a youth group to initiate a clean-up drive, a campaign for recreation facilities, or some other public-service activity suggested by their own study.



During the pre-adolescent and adolescent years (13-18), youngsters take another spurt in physical growth and show a flowering of talent. This period is both difficult and wonderful. The leader is often amazed at the contradictions of boundless energy and overwhelming lethargy, enthusiasm and crushing boredom.

During these years, boys and girls experiment with new-found physical, emotional and intellectual powers. They respond to serious issues, frequently developing strong emotional attachments to causes and movements. This youthful zeal, when tempered with objectivity, becomes the dynamo of vigorous citizenship.

To encourage a thoughtful and well-balanced outlook as the group tackles social problems, the leader might stress the following thoughts:

We Can All Assume Certain Responsibilities:

The teen-ager often hesitates to try something new and strange. With guidance, he can gain valuable insights into himself and the ways in which he may relate to others. But the process of aiding such growth requires both sympathy and skill. Change comes gradually and is signalized in subtle fashion. It may show itself in an easy friendliness with individuals and groups, and in greater enjoyment of activities. It may be seen in the young person's growing awareness of his own capabilities and his willingness to use his new-found strengths.

We Are All Part of the Currents in American Life: Teen-agers are vaguely aware that the past has shaped the present, and that what we do today

sets the course for the future. They are ready to understand those forces which have helped our country progress, and to recognize those elements in American life which hold us back. The folk customs brought to our shores by immigrants; the contributions of national, religious, racial and ethnic groups to our total culture and to our industrial, social and economic development — all illustrate currents in American life. Present-day phenomena — the migratory family, the new waves of immigration, peacetime army service — have particular pertinence to the problems of young people.

We Are All Guardians of the American Tradition: The teen-ager feels deeply about what is right and wrong, just and unjust. He is frequently outraged by violations of our democratic principles. The leader can help explore such questions as: How successful are we in our democratic practices? Where do we fail? What can an individual boy or girl in our town do, when confronted by in-



stances of prejudice or discrimination? What can a club as a whole do? Such discussion should lead the group to constructive action programs.

Young people probably are also troubled by the unfortunate drive toward conformity seen today in many quarters. The right *not* to conform is one of the basic principles of American democracy. Our youth should be encouraged to express their opinions, even though these may be unpopular, and to respect the unpopular views of others, even when they disagree. No less than the civil rights which underlie American democracy, our civil liberties must be preserved.

This Is One World: International relations are not the exclusive responsibility of diplomats. The idea that each person is touched by what happens around the world should be part of the total program of a youth agency. Activities related to the United Nations and its specialized agencies serve to highlight this concept.

Young people at every age can identify with the objectives of the UN. But in an era increasingly subject to global upheavals, they are apt to feel somewhat helpless. It is important that they understand the common interests of young people in all lands and the basic sameness of their aspirations.

The preceding pages have presented some suggestions that the leader may wish to consider. While they do not exhaust, by any means, the possibilities at every age level,

they permit great variation in interpretation and application.

Our young people are often thrust into the cross-currents of tensions and misunderstandings without adequate preparation. Unfortunately, we cannot be sure that even our best efforts will enable them to cope with these forces and secure the kind of world they should have. We can hope, however, despite our own limitations and the relatively short time youngsters spend in our agencies, that we will succeed in giving them certain valuable strengths — a love for our democracy and its ideals, and the determination to practice, to a greater extent than *we* do, what we preach.

RESOURCES

This list of new and timely materials embraces two kinds of resources. Some are designed to increase leaders' skills in the field of intergroup relations. These include pamphlets, books and films touching on the many personal and social factors which must be considered in developing activity. Others are suggested as program tools, to enrich and vary the activity of the group.

I. PAMPHLETS OF HELP TO LEADERS

Overcoming Prejudice, by Bruno Bettelheim.

Science Research Associates, 57 W. Grand Avenue,
Chicago 10, Ill. 40¢.

A prominent psychotherapist discusses the mental health aspects of prejudice from the viewpoint of both the prejudiced and the minority child. Considers the causes of prejudice and analyzes the adult role in solving this problem.

Feelings Are Facts, by Margaret M. Heaton.

Commission on Educational Organization, National Conference of Christians and Jews, 381 Fourth Avenue,
New York 16, N. Y. 25¢.

An aid in understanding how feelings influence attitude-formation. Suggests how children's feelings can be channelled to help them grow up without prejudices.

Growth in Human Relations, by Bernice Baxter.

Harr Wagner Publishing Co., 609 Mission Street, San Francisco 5, Calif. \$1.50.

A simple discussion of factors affecting children's human relations — home, school, group activities, community influences. Suggests activities with youth which may help their growth.

Securing Our Children Against Prejudice — Two Views, by Bruno Bettelheim and Kurt Lewin.

American Jewish Committee, 386 Fourth Avenue, New York 16, N. Y. 20¢.

Reprints of articles by two eminent social scientists presenting different positions on the most effective ways of making the children of minority and majority groups feel secure. Discussion guide available.

How Children Learn About Human Rights, by Wilhelmina Hill and Helen K. Mackintosh.

Bulletin 1951 No. 9, Federal Security Agency, Office of Education, U.S. Govt. Printing Office, Washington 25, D.C. 15¢.

Designed for classroom teachers, but helpful to all who work with young people. Points up human rights situations which may be utilized for learning experiences.

Understanding Your Teen-Ager.

Metropolitan Life Insurance Co., 1 Madison Ave., New York 10, N. Y. Free.

A simple presentation for parents, describing the changes and problems of adolescence, with suggestions for dealing with them. Explains the value of group associations.

Readings in Intergroup Relations, by Helen F. Storen.

National Conference of Christians and Jews, 381 Fourth Ave., New York 16, N. Y. 25¢

A selective bibliography in the field of intergroup relations. Includes material on causes and prevention of prejudice, and special problems related to religion, race and class.

Definition and Classification of Minorities.

United Nations Publication, International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. 40¢.

A memorandum submitted by the Sub-Commission on Prevention of Discrimination and Protection of Minorities of the Commission on Human Rights. Presents the principal elements in defining minorities and pertinent findings of the social and political sciences. Includes an extensive bibliography.

Interracial Practices in the YMCA—A Guide for Officers and Leaders of Local YMCA's.

Prepared by the National Study Commission on Intercultural Practices in the YMCA.

Association Press, 291 Broadway, New York 7, N. Y. \$1.00.

A guide designed by this youth-serving agency to achieve "a realistic harmony between its practices and its professed ideals." Discusses in detail the roles of boards and committees, the professional, and the membership in moving toward greater integration. Also indicates opportunities offered by program activities, and some community relations problems.

Step by Step With Interracial Groups, by Dorothy I. Height. Revised.

Publication Services, National Board YWCA, 600 Lexington Ave., New York 22, N. Y. 50¢.

Opportunities and problems arising in intergroup work in clubs and other groups. Takes up the needs of individuals, the role of the leader, education of parents, and questions of agency policy.

Sense and Nonsense About Race, by Ethel J. Alpenfels.
Friendship Press, 156 Fifth Ave., New York 10, N. Y. 25¢

The basic anthropological facts about race. Discusses religion, language, nationality and culture, and the facts which refute some commonly accepted stereotypes.

Let's Listen to Youth, by H. H. Remmers and C. G. Hackett.
Science Research Associates, 57 W. Grand Avenue,
Chicago 10, Ill. 40¢.

A discussion based on the Purdue Opinion Panel, dealing with personal, family, social, and community problems with which teen-agers are concerned. Suggests how adults can be helpful.

Digest of the Fact Finding Report to the Midcentury White House Conference on Children and Youth.
Health Publications Institute, 216 N. Dawson Street,
Raleigh, N.C. 75¢

A digest of working papers used at the Conference, dealing with personality development and the role of social institutions and services. Includes a section on the effects of prejudice and discrimination.

II. FILMS

Note: The references below suggest many possibilities for using films in a human relations program. For a more complete listing write to the American Jewish Committee, 386 Fourth Ave., New York 16, N. Y. for *A Selected List of Human Relations Films*, 25¢. Films can usually be secured through your local film library, or the distributor in your community who specializes in educational and documentary movies. In a few instances, films may be obtained directly through the sources noted. All are 16mm. black and white, sound, unless otherwise indicated.

A. FILMS FOR LEADERSHIP TRAINING

A Long Time to Grow. Three reels. Produced by Department of Child Study, Vassar College. Distributed by New York University Film Library, 26 Washington Place, New York 3, N. Y.

The needs of pre-school children for security, opportunity to test one's abilities, and social growth. Indicates how the adult can help the young child toward independence and social awareness.

Meeting Emotional Needs in Childhood — The Groundwork of Democracy. Three reels. Produced by Department of Child Study, Vassar College. Distributed by New York University Film Library, 26 Washington Place, New York 3, N. Y.

The seven-to-ten-year-old — his attitudes toward people and his sense of community responsibility. Indicates the emotional needs of children: first, for acceptance and security; later, for independence. These qualities, plus self-respect and respect for others, provide the groundwork of democracy.

Adolescent Development Series. A series of 5 films, two reels each. Produced and distributed by McGraw-Hill Text Films, 330 West 42nd Street, New York 18, N. Y.

a) *The Meaning of Adolescence*

Adolescence as a period of growing-up. Physical and social adjustments, sex interest, religious and moral values and their confusions are discussed to show parents the need for patience and understanding during this period.

b) *Meeting the Needs of Adolescents*

What the family, the school and the religious leader can do to help the teen-ager solve some of his baffling problems. Stresses the need to provide stimulation for ethical and democratic ways of living.

Note: The series on the whole is done with good taste and can be helpful to leaders, parents and the adolescent himself in gaining insight into the forces at work during this age period. The two films listed above are particularly pertinent. Unfortunately, the series has the limitation of being oriented to upper-middle class, white, suburban life.

He Acts His Age. Two reels. Produced by National Film Board of Canada. Distributed by McGraw-Hill Text Films, 330 West 42nd Street, New York 18, N. Y.

A boy's development in all his moods from infancy to puberty. Points out that the emotional growth of children requires as much care as their physical growth.

Experimental Studies in the Social Climate of Groups. Three reels. Produced and distributed by State University of Iowa, Bureau of Audio-Visual Instruction, Iowa City, Ia.

Three distinct social climates are described:

1. Democratic — children plan with adult cooperation.
2. Autocratic — direction by adult.

3. Laissez-faire — individual action with minimum of adult participation.

Four boys' clubs are illustrated. Describes process of change from autocratic to democratic, from democratic to autocratic, and from laissez-faire to democratic. Points out that change to an autocratic club can be accomplished almost over-night, whereas transition to democracy is slower and "must be learned."

Although film is old, and has certain technical shortcomings, it is of great value as a training tool for professional and volunteer leaders.

Our Invisible Committees. Three reels. Produced by National Training Laboratory in Group Development. Distributed by National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C.

A "typical" group, representing various community organizations, is holding its initial meeting and little progress is made. Animated diagrams show that the difficulty stems from conflicting social pressures within each individual. A qualified person should introduce film and lead discussion afterwards. A discussion guide is available.

To Live Together. Two reels. Produced by Anti-Defamation League of B'nai B'rith. Distributed by Association Films, Broad at Elm Street, Ridgefield, N.J. and branch offices in Chicago, Ill., Dallas, Tex. and San Francisco, Calif.

The story of an interracial summer camp, conducted by two Chicago community centers. Prejudices of children are shown to be reflections of parents' attitudes.

Play Is Our Business. Two reels. Produced under the technical supervision of Play Schools Association. Distributed by New York University Film Library, 26 Washington Place, New York 3, N. Y.

The work of the play schools in solving some community problems which affect children during after-school hours and vacation time. Shows children of all races and creeds enjoying a variety of activities—in a public school, a settlement and a housing project. Points out that playing and working together help achieve democratic ideals of cooperation and understanding.

Role-Playing in Human Relations Training. Three reels. Sponsored by National Training Laboratory in Group Development. Distributed by National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

Role-playing as a means of stimulating discussion of human relations and discovering ways of improving them.

Role-Playing in Guidance. One and one-half reels. Produced and distributed by Department of Visual Instruction, University Extension, University of California, Los Angeles, Calif.

A school counselor helps a boy in difficulty to understand his problem by acting out the ways in which various people involved might behave in certain situations—his mother, whom he fears most; the school principal; and the boy himself. Good in a leader's training program. May be adapted to other situations besides personal counselling.

Palmour Street. Two reels. Produced by Georgia Department of Public Health. Distributed by Health Publication Institute, 216 N. Dawson Street, Raleigh, N. C.

Sensitive portrayal of a simple workingman's family. Stresses the security enjoyed by children in an environment of love and consideration for each other. Ends with sequence in which the father is hospitalized for a long time because of an accident, and the mother ponders how to help her children over this difficult period. Story takes place in a poor Negro home, but may well apply to any racial group.



B. FILMS USEFUL IN A GROUP PROGRAM

Skipper Learns a Lesson. One reel. Color. Produced by Paul Burnford. Distributed by Encyclopaedia Britannica Films, 202 East 44th Street, New York 17, N. Y.

The dog, Skipper, learns that size, shape and color do not matter in making friends. It's being nice "inside" that counts. Shows children of different racial groups having fun together. Picture is very simple, with easy vocabulary. Good for young children, aged 5-8.

People Along the Mississippi. Two reels. Produced and distributed by Encyclopaedia Britannica Films, 202 East 44th Street, New York 17, N. Y.

A charming story of a small sail boat made by a boy in Northern Minnesota who heads it down the Mississippi. Shows people who send it along its way — Indian timbermen, Wisconsin farmers, a Missouri boat captain, Negro and white children in the South. At end, the boat is sent off again by children to go "around the world."

This is an outstanding film for 10 years and older. Subtly indicates problems of intergroup relations and tells something about the people who make up America.

Who Are the People of America? One reel. Produced by Coronet Films. Distributed by Ideal Pictures, Inc., 207 East 37th Street, New York 16, N. Y.

"The people of America are a mixture of the people of the world." Describes the origins of different Americans, their part in building the country and how the American character has emerged. Although somewhat oversimplified, and without comment on any problems, the film is useful in helping to develop appreciation of diversity.

Let's Share With Others. One reel. Produced by Coronet Films. Distributed by Ideal Pictures, Inc., 207 East 37th Street, New York 16, N. Y.

How and when to have more fun by sharing pleasure, work ideas, possessions. Basic concepts of cooperation are projected. A good teaching film for ages 6-7.

Our Town Is the World. One reel. Produced by National Film Board of Canada. Distributed by Sterling Educational Films, 205 East 43rd Street, New York 17, N. Y.

The children of an average town are divided by a river—and by prejudices against people who live on "the other side." They get into difficulties and an adult helps them to see that at every age, and everywhere, people must learn to respect each other and work together.

This is an outstanding film, good for 10 years and older. May also be used with adults.

The Other Fellow's Feelings. One reel. Produced and distributed by Young America Films, 18 East 41st Street, New York 17, N. Y.

A discussion film for ages 10-14. A boy teases a girl until her work at school suffers and she is unhappy. Solution is left open. Questions are raised for discussion. Presentation may be helpful in highlighting discussions of human relations in classes and in some club situations.

Whispers. One reel. Produced by Teaching Film Custodians, 25 West 43rd Street, New York 18, N. Y. (For nearest distributor check with local film library).

A civic leader striving to eliminate slums is discredited by a rumor campaign impugning his personal integrity. The project is defeated by power interests deriving financial profits from slums. Film shows how unsubstantiated rumors spread around the country and even around the world, to the detriment of democracy.

Although made in 1941, this film's current application can be demonstrated in discussion. For 13 years and older.

The Bully. Produced and distributed by Young America Films, 18 East 41st Street, New York 17, N. Y.

An older boy bullies younger ones into performing destructive acts against their classmates. The class decides to handle the problem in its own way. Several alternatives are offered. A discussion film with broad implications; helps young people gain insight into the methods of bullies, and how to handle such behavior. For teen-agers.

Lighted Windows. Two reels. Produced and distributed by Girl Scouts of the U. S. A., 155 East 44th Street, New York 17, N. Y.

A Senior Girl Scout troop undertakes, with the help of other troops, to survey recreation facilities in their community. As a result, adults are stimulated to political action. In a referendum they vote to make public schools available for recreation purposes after school hours. An interesting portrayal of a community project in which young people can function on their own level. Adult-youth relationships are well shown. For teen-agers and adults.

Boundary Lines. One reel. Color. Produced and distributed by International Film Foundation, 1600 Broadway, New York 19, N. Y.

A plea to eliminate barriers of color, religion, national origin and economic status. Uses animated paintings, realistic and abstract symbols, and an original modern music score. Shows that boundary lines create fear and suspicion, and can lead to war. For 14 years and older.

The Greenie. One reel. Produced by Metro-Goldwyn-Mayer. Distributed by Teaching Film Custodians, 25 West 43rd Street, New York 18, N. Y.

A little Polish refugee, recently arrived in America, is at first ridiculed and rejected by the youngsters on his block, but is finally accepted in the true democratic spirit. For 11 years and older.

Make Way for Youth. Two reels. Produced by National Social Welfare Assembly. Distributed by Association Films, Broad at Elm Street, Ridgefield, N. J.

Narrated by Melvyn Douglas, this film shows how a typical American community, stirred into action by tragedy, gets together on a constructive youth program and breaks down the fences between neighborhoods, races and religions. For 13 years and older.

One God. Four reels. Produced by Nicholas Farkas. Distributed by Association Films, Broad at Elm Street, Ridgefield, N. J.

An objective portrayal of some of the religious ceremonies and holiday observances of the Protestant, Jewish and Catholic faiths. For 11 years and older.

Clearing the Way. Two reels. Produced by United Nations. Distributed by Association Films, Broad at Elm Street, Ridgefield, N. J.

A group of New York City children, who live in the neighborhood where the United Nations headquarters is being built, are disturbed by the loss of their

playground. They learn about the meaning of UN from a young engineer employed by the Headquarters Planning Commission. For 11 years and older.

This Is the Challenge. One reel. Produced and distributed by United Nations, Film Distribution Unit, 405 East 42nd Street, Room 945D, New York 17, N. Y.

How poverty, ignorance, starvation and disease drive nations to war, and how the development of our planet's natural resources to serve mankind can engage the abilities of all the people on earth. Asserts that all children have fundamental human rights — to live, to learn, to speak freely and to take part in governing their country. For 13 years and older.

World Without End. Four reels. Produced by United Nations. Distributed by Brandon Films, 200 West 57th Street, New York 19, N. Y.

How UNESCO and three other UN agencies are putting knowledge to work for the peace of the world. Filmed in Mexico and Thailand, the picture points up differences in religion, language and cultural expressions, and the basic likenesses of human needs and desires. For 13 years and older.

Freedom to Read. Two reels. Produced and distributed by Center for Mass Communication, Columbia University, 1125 Amsterdam Ave., New York 25, N. Y.

A discussion film dealing with the recent attacks on libraries for stocking books on controversial subjects. Ends with solution left open, to stimulate discussion. For 13 years and older.



III. OTHER PROGRAM AIDS

The American Heritage Through Folklore. Dr. Elizabeth Pilant.

National Conference, American Folklore for Youth, Ball State Teachers College, Muncie, Ind.

Bibliographies and articles pertaining to films, reading materials, games, riddles, and suggestions for integrating American folk material into a group program. There is a nominal charge for these materials.

Children's Games from Many Lands, by Nina Millen.

New edition. New York, Friendship Press, 1951. \$1.00.

Fireside Book of Folk Songs, by Margaret Bradford Boni.

New York, Simon and Schuster, 1947. \$3.95.

Song Book—American Song in Historical Perspective, by Burl Ives.

New York, Ballantine Books, 1953. 50¢.

Songs of America, as sung through the years, and related to the growth of our country.

Here's How and When, by Armilda B. Keiser

New York, Friendship Press, 1952. Paper, \$1.50; cloth, \$2.75.

Ways of learning about people through games, festivals, creative arts, singing, crafts, etc. For the leader of young children.

Folk Party Fun, by Dorothy Gladys Spicer.

New York, Association Press, 1954. \$3.95.

Ideas to help youngster grow in understanding through play experiences.

Tales of the Western World, by Ruth Elgin Suddeth and Constance Gay Morenus.

Steck Co., Ninth and Lavaca Street, Austin 1, Tex., 1953. \$2.50.

Western Hemisphere folklore, from South America, Mexico, Central America, West Indies, United States and Canada.

Holiday Storybook, compiled by Child Study Association of America.

New York, Crowell, 1952. \$3.00.

Stories and verse about the patriotic, religious and personal days we celebrate in America, catching the spirit of the celebration, rather than merely explaining its beginnings. Can be read aloud to groups.

World's Great Folktales, by James Ralph Foster.

New York, Harpers, 1953. \$3.95.

Folk tales, chiefly from European sources.

Little Songs on Big Subjects, by Hy Zaret and Lou Singer.

Institute for Democratic Education, 212 Fifth Ave., New York 10, N. Y. Songbook \$1.00; records \$2.75.

Recordings, and music sheets for group singing.

Sing a Song of Friendship, by Irving Caesar.

Anti-Defamation League of B'nai B'rith, 212 Fifth Ave.,
New York 10, N.Y. Black and white, \$25.00; color, \$86.00.

Two animated song cartoons, on film, for group
singing.

The Puppet Book, by Helen Jill Fletcher and Jack Deckter.

New York, Greenberg, 1947. \$2.00.

Suggestions for making and using puppets.

*Planning Your Exhibit, by Janet Lane and Beatrice K.
Tolleris.*

National Publicity Council for Health and Welfare Ser-
vices, 257 Fourth Ave., New York 10, N. Y. \$1.00.

Suggestions for making exhibits attractive and in-
formative. Particularly helpful to agency programs.

